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ABSTRACT

The exercises in this learning activity package are designed to allow each student to work alone without outside pressure, and with maximum concentration on individual thought. These exercises are not group-oriented, but may be used as a backup to a major group activity in the classroom. The activities are geared to value assessment, value clarification and alternatives. Different self-evaluation questionnaires and values exercises are provided for different elementary grade levels. Values scales to measure a student's reaction to a range of social and emotional experiences are also provided. (PK)

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STUDENT LEARNING ACTIVITY PACKAGE

VALUES

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GRADES 3–6

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DRUG PREVENTION EDUCATION

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INTRODUCTION

The Learning Activity Package (LAP) is designed to allow the students to work alone without any outside pressures. In these activities, the student is not to be concerned with what others think but rather with what he thinks. It is for this reason that it is imperative that the activities be completed without consultation of other group members.

Each activity of LAP is a separate exercise which may be used as a complete activity or may be used as a follow-up or back-up to a major group activity involving the Teacher Activity Package (TAP).

The LAP is geared to value assessment, value clarification and alternatives. These are only a few areas that could be covered. We urge the teacher to create new activities from their experiences and needs. After completing each activity, the student is encouraged to place the sheet in his Personal Journal. This Journal is explained in detail in the Teacher Activity Package Values.

GRADES 4 - 6

REACTION SHEET

Directions: The following are examples of evaluation questions students might ask themselves about their value system. Use two or three questions a week and put these questions into your Personal Journal.

1. Did you act on any of your values this week? What did you do?
2. Did you do anything this week which required more than three solid hours?
3. What, if anything, did you do this week of which you are proud?
4. Did you work on any plans this week for some future experience you hope to have?
5. List one or two ways in which the week could have been better.
6. Were you in strong agreement or disagreement with anyone this week?
7. What did you learn this week, in cr out of school, that you are likely to use in your later life?
8. What did you do this week that made you very happy?
9. What was the best day of the past week? What made it the best?
10. Are you happy with the way you spend your weekends? How could you improve them?
11. Identify three choices you made during the week.
12. Were there important contradictions or inconsistencies in your week?
13. How was this week different from the previous week?
14. Write an I Learned Statement about something you learned outside of school that you didn't know anything about before.

GRADES 4 - 6

RESPONSIBILITIES

Directions: Make a list of responsibilities you have at home and responsibilities you have in school. Put an A next to all responsibilities that are assigned to you and an FC next to all responsibilities that are assumed because of free choice.

At School	
EG. Homework	A
Participate in class discussion	FC

At Home	
EG. Keeping your room clean	A
Personal cleanliness	FC

GRADES 5 - 6

SELF-EVALUATION

Directions: Check the appropriate response.

Are you someone who....	YES	NO	SOMETIMES
Always keeps a secret?	____	____	____
Will tell a friend that you really appreciate what he/she has done for you?	____	____	____
Will not bring friends into the house when your parents are not home because they said not to?	____	____	____
Would not cheat on a test?	____	____	____
Does work around the house even if you don't get paid for it?	____	____	____
Buys gifts for people because you believe giving is better than receiving?	____	____	____
Has given money to a T.V. telethon; i.e., Muscular Dystrophy?	____	____	____
Uses please and thank you to most everyone?	____	____	____
Takes care of the pets (if you have any) in the house?	____	____	____
Gets up in the morning without the aid of mother, dad, or other members of the household?	____	____	____

Self-Evaluation - Continued

Are you someone who....	YES	NO	SOMETIMES
Always gets their homework done on time?	____	____	____
Would smoke cigarettes even if you knew your parents would not approve?	____	____	____
Would turn a shoplifter in to the store manager even if you knew the shoplifter?	____	____	____
Always keeps your bedroom clean?	____	____	____

GRADES 3 - 6

VALUE EXERCISES

Directions: Indicate with a check mark how important you see the following.

I believe I should:	Very Important	Important	Fairly Important	Not Important
Eat three meals a day				
Have teeth checked by a dentist twice a year				
Eat eggs and bacon for breakfast				
Have breakfast each morning				
Be happy all of the time				
Like myself				
Enjoy simple pleasures like food and nature				
Never snack between meals				
Accept disappointments calmly				
Show love to other people				
Trust my friends				

GRADES 4 - 6

VALUE EXERCISES

Directions: Indicate with a check mark how important you see the following.

I believe I should:	Very Important	Important	Fairly Important	Not Important
Feel responsible for other people				
Be able to laugh at myself when I am wrong				
Face problems and try to solve them				
Respect the differences I see in others				
Stand up for my ideas				
Not push others around				
Do some strenuous exercise every day				

GRADES 3 - 6

VALUES

Directions:

The following is a list of needs. Rank them in their order of importance to you.

_____ To be good looking

_____ To be accepted by others

_____ To be seen as being someone important

_____ To feel relaxed

_____ To be comfortable when out in public

_____ To be liked by almost everyone

_____ To be seen as successful

_____ To be seen as being able to do a job right

GRADES 4 - 6

VALUES

Directions:

Listed below are twelve things students are told not to do. Some are more serious than others. Rank what you believe to be the three most serious in order (1, 2, 3,). Number one would be the most serious. Following this activity, rank what you believe to be the three least serious in order (10, 11, 12). Number 12 is the least serious.

_____ Chewing gum in school

_____ Smoking cigarettes

_____ Beating up younger children

_____ Stealing a transistor radio

_____ Copying homework assignments

_____ Lying to parents about where you have been

_____ Running in halls of schools

_____ Long hair on boys

_____ Short skirts on girls

_____ Cheating on a test

_____ Fighting with classmates

_____ Being rowdy in class

GRADES 5 - 6

VALUES

Directions:

The way we would like to be remembered reflects those values which we consider to be important. Check each item you consider important to you. After checking the most important item, put them in rank order from most important to least important.

_____ A good son/daughter

_____ Patriotic (A person who loves his country)

_____ A successful student

_____ Religious

_____ Industrious (hard worker)

_____ Concerned about others

_____ Open-minded

_____ Creative

_____ Wealthy

_____ Well-known

_____ Cooperative

_____ "My own style of person"

_____ Easy-going

_____ Idealistic (belief of how things should be rather than how they are)

_____ Dependable

_____ Fun to be with

GRADES 4 - 6

VALUES

SELF-IDENTITY

Directions:

The things we experience, the people we meet, and society in general, all combine to make us who we are. Rank order the following in terms of importance in your life now, putting number 1 in front of the item that influences you most, all the way to number 13 for the item that influences you least.

_____ Music

_____ School

_____ Brothers and/or Sisters

_____ Dancing

_____ Heroes ("Special" people who have impressed you)

_____ Father

_____ Styles of dress

_____ Religious training

_____ Mother

_____ T.V. and Radio

_____ Friends

_____ Reading

_____ Teachers

GRADES 5 - 6

VALUES

PERSONAL RANK ORDER

Rank order in an order of perceived importance (personal importance) to you:

_____ Comfortable life

_____ an exciting life

_____ a sense of accomplishment

_____ a world at peace

_____ a world of beauty

_____ equality

_____ freedom

_____ happiness

_____ salvation

_____ social recognition

_____ self-respect

_____ true friendship

_____ wisdom

GRADES 3 - 6

VALUES SCALE

Directions:

On the scale below, indicate the amount of closeness or distance you'd feel comfortable with in these situations.

How close do you get to·

1. The railing on a stairway? Close /////// Distant (1 4 7)
2. Your grandparents? Close /////// Distant (1 4 7)
3. Old people? Close /////// Distant (1 4 7)
4. A house fire? Close /////// Distant (1 4 7)
5. Newborn babies? Close /////// Distant (1 4 7)
6. The end of a diving board? Close /////// Distant (1 4 7)
7. Hospitals? Close /////// Distant (1 4 7)
8. Dogs? Close /////// Distant (1 4 7)
9. Cats? Close /////// Distant (1 4 7)

GRADES 3 - 6

VALUES SCALE

Directions:

On the scale below indicate the amount of closeness or distance you'd feel comfortable with in these situations.

How close do you get to:

1. Museum displays? Close /////// Distant (1 4 7)
2. The top of tall objects? Close /////// Distant (1 4 7)
3. A person in a wheelchair? Close /////// Distant (1 4 7)
4. The edge of a cliff? Close /////// Distant (1 4 7)
5. A policeman? Close /////// Distant (1 4 7)
6. The waves of the ocean? Close /////// Distant (1 4 7)
7. Sick people? Close /////// Distant (1 4 7)
8. Sporting events? Close /////// Distant (1 4 7)
9. Street fights? Close /////// Distant (1 4 7)
10. Guns? Close /////// Distant (1 4 7)

GRADES 3 - 6

VALUES SCALE

Directions:

On the scale below indicate the amount of closeness or distance you'd feel comfortable with in these situations.

How close do you get to:

1. An exit in a crowded room? Close /////// Distant (1 4 7)
2. Strangers? Close /////// Distant (1 4 7)
3. School when it's not in session? Close /////// Distant (1 4 7)
4. A church? Close /////// Distant (1 4 7)
5. A roller coaster? Close /////// Distant (1 4 7)
6. A friend who always has cigarettes? Close /////// Distant (1 4 7)
7. A stranger in need? Close /////// Distant (1 4 7)
8. A friend who needs a loan? Close /////// Distant (1 4 7)
9. Empty streets after dark? Close /////// Distant (1 4 7)

GRADES 3 - 6

VALUES SCALE

Directions:

On the scale below indicate the amount of closeness or distance you'd feel comfortable with in these situations.

How close do you get to:

1. An animal killed by a car? Close /////// Distant (1 4 7)
2. Little children? Close /////// Distant (1 4 7)
3. A person who is very drunk? Close /////// Distant (1 4 7)
4. A field of flowers? Close /////// Distant (1 4 7)
5. A casket in a funeral parlor? Close /////// Distant (1 4 7)
6. Your mom when she's crying? Close /////// Distant (1 4 7)
7. Someone with poison ivy? Close /////// Distant (1 4 7)
8. A fortune teller? Close /////// Distant (1 4 7)
9. A moving train? Close /////// Distant (1 4 7)

GRADES 4 - 6

VALUES SCALE

Directions:

On the scale below indicate the degree of comfort you experience in the presence of the persons listed below.

1.	A friend whom you just saw shoplift?	Very relaxed	//////// Very ill at 1 4 7 ease
2.	Next door neighbor?	Very relaxed	//////// Very ill at 1 4 7 ease
3.	Teachers?	Very relaxed	//////// Very ill at 1 4 7 ease
4.	Someone of another race?	Very relaxed	//////// Very ill at 1 4 7 ease
5.	Classmates?	Very relaxed	//////// Very ill at 1 4 7 ease
6.	Being in the same room with a person you know is an alcoholic?	Very relaxed	//////// Very ill at 1 4 7 ease
7.	Parent (your's or someone else's)?	Very relaxed	//////// Very ill at 1 4 7 ease
8.	Kids from another school?	Very relaxed	//////// Very ill at 1 4 7 ease
9.	Brother and/or sister?	Very relaxed	//////// Very ill at 1 4 7 ease